**DRAFT ONLY**



**ENGLISH CONTINUOUS ASSESSMENT**

**2010 – 2011**

**Components 1, 2, 3**

**ECART and Integrated Tasks**

**(Exploration and Investigation)**

***AIMS***

* To communicate in English effectively
* To compose and respond to a range of texts in a range of media
* Value and enjoy English as a language in which to express ideas and feelings

**This will be supported and developed by engaging in:**

* deep inquiry of a topics/themes/ideas
* applying high order thinking skills

**This will incorporate essential skills for students’ 21st century futures**

* Collaborating with others
* Critical thinking
* Creative thinking
* Making appropriate choices and decisions
* Researching
* Taking responsibility for own learning
* Reflecting and reviewing

**This should lead to promoting and developing sustainable independent learning**

**LINKS TO CULTURE AND HERITAGE**

* **Links to the Emirati world must be made evident within the process of all tasks**

***LINKS TO EXAMINATIONS***

* Skills, knowledge and understanding developed according to the English Learning Plan, ECART and Integrated Tasks will be included in ADEC and EMSA examinations.

***QUALITY ASSESSMENT TASKS***

Quality Assessment is directed at students, addressing what they have learnt and how they apply their understanding, knowledge and skills.

* A focus on key concepts and ideas from the Indicators, Content, Learning Plan and Continuous Assessment document
* Assessments of deep understanding, not superficial ideas or quantity of information
* Higher order and problem solving tasks
* Criteria that is explicit and understood by students
* Student self direction where possible
* Real life contexts where possible
* Opportunity for students to demonstrate their understanding in different ways

***CONTINUOUS ASSESSMENT AIMS***

* Toprovide **opportunities** for students to demonstrate their knowledge, understanding and skills against set criteria
* To show **what** the student can do along a continuum of learning development
* To map students **performance** over a yearof learning development
* To **inform** parents of the **learning process** and how their child is performing
* To **embed** assessment in teaching and learning

***ENGLISH LEARNING CURRICULUM***

* Develops knowledge, skills and understanding that are communicated by expressing ideas, feelings and opinions effectively in English.

**GRADES 4 – 5 COMPONENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Weighting  of CA | %  Exploration  open ended | %  Investigation  more teacher directed | %  Investigation  more teacher directed |
| Trimester 1 | 1 writing task  \*assess against set criteria | 1 task from Skills Development  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Skills Development  (different from first task)  \*apply content points from strands at Grade level  \*assess against set criteria |
| Trimester 2 | 1 Writing Task  \*assess against set criteria | 1 task from Skills Development  (different from trimester 1)  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Skills Development  (different from trimester 1 and first task Trimester 2)  \*apply content points from strands at Grade level  \*assess against set criteria |
| Trimester 3 | ECART  \*assess against set criteria | 1 task from Skills Development  (different from trimester 1 and 2)  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Skills Development  (different from trimester 1 and 2 and first task Trimester 3)  \*apply content points from strands at Grade level  \*assess against set criteria |

**INSTRUCTIONS**

* There is no common theme to be followed
* The Skills Development tasks must link to the principles of developing knowledge, understanding and skills through guided and independent reading, viewing, writing, talking and listening
* The Skills Development tasks must be planned and embedded in the teaching and learning process and not “stand alone” activities or assessments
* The sequence of Continuous Assessment Integrated Tasks (Investigations) is school based.

**GRADES 6 -12 COMPONENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Weighting  of CA | %  *Component 1*  Exploration  *more student*  *directed* | %  *Component 2*  Investigation  *more teacher directed* | %  *Component 3*  Investigation  *more teacher directed* |
| Trimester 1 | 1 ECART  \*assess against set criteria | 1 task from Integrated Task Component 2 selection  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Integrated Task  Component 3 selection  \*apply content points from strands at Grade level  \*assess against set criteria |
| Trimester 2 | 1 ECART  \*assess against set criteria | 1 task from Integrated Task  (different from trimester 1)  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Integrated Task selection  (different from trimester 1)  \*apply content points from strands at Grade level  \*assess against set criteria |
| Trimester 3 | 1 ECART  \*assess against set criteria | 1 task from Integrated Task  (different from trimester 1 and 2)  \*apply content points from strands at Grade level  \*assess against set criteria | 1 task from Integrated Task selection  (different from trimester 1 and 2)  \*apply content points from strands at Grade level  \*assess against set criteria |

* The Integrated Tasks must link to the principles of developing knowledge, understanding and skills through guided and independent reading, viewing, writing, talking and listening
* The Integrated Task must be planned and embedded in the teaching and learning process and not “stand alone” activities or assessments
* The choice of Continuous Assessment Integrated Tasks (Investigations) is school based.

**REGISTER INTEGRATED TASKS**

**School Name :**

**Teacher Name: Grade: Class:**

**Operator Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tri-**  **mester** | **Task Name** | **Teacher Signature** | **Student Work Samples attached** | **Copy of task attached** |
| **1** |  |  |  |  |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **3** |  |  |  |  |

***ECART***

***ECART***

**Purpose**

* To indentify student’s learning against the Indicators
* To support reflective teachers to evaluate their units of work and their teaching techniques and approaches
* To integrate Continuous Assessment into the planning process
* To develop skills to support performance in standardized benchmark tests eg EMSA
* To develop knowledge, skills and understanding that is communicated by expressing ideas, feelings and opinions effectively in English.

***PROCESS AND PRODUCT***

* Challenging tasks must be set that students can work through at school collaboratively and independently.
* The product must be able to support students’ deep knowledge of their chosen idea within the theme /developed critical personal response
* There must be evidence of critical thinking where the student demonstrates transference of understanding, knowledge and skills.

***EVIDENCE***

**Process – Rich Task Evidence File**

* Evidence must be collected to show the development of student ideas
* Evidence of a range of skills, knowledge and understanding assessed against the criteria

**Product –chosen from a Multiple Intelligence perspective**

Evidence of knowledge and understanding against criteria

* Evidence of a range of skills, knowledge and understanding assessed against the criteria

***SKILLS DEVELOPMENT TASKS GRADES 4 and 5***

* The Integrated tasks must link to the principles of developing knowledge, understanding and skills through guided and independent reading, writing, talking and listening.
* The integrated task must be planned and embedded in the teaching and learning process and not “stand alone” activities or assessments.
* The choice of Continuous Assessment Integrated Tasks (Investigations) is school based.
* There must be evidence of critical thinking where the student demonstrates transference of understanding, knowledge and skills.
* **An Evidence Folder** must be collected to show the development of student responses
* Evidence of a range of skills, knowledge and understanding assessed against the criteria

***INTEGRATED TASKS GRADES 6 - 12***

* Choose 2 tasks per trimester which must cover 6 different tasks over the course of the year, 3 of which must be from the asterisk selection.
* Identify 2 - 4 content points for each task from across the Strands, at the appropriate Grade level, that will address the chosen Task eg Compare and Contrast.
* Develop tasks that are embedded in the Teaching and Learning process.
* Unpack the criteria with students to ensure they are aware of the expectations.
* Use the criteria to assess the students.
* Set challenging tasks that students can work through at school collaboratively and independently.
* There must be evidence of critical thinking where the student demonstrates transference of understanding, knowledge and skills.
* **An Evidence Folder** must be collected to show the development of student responses.
* Evidence of a range of skills, knowledge and understanding assessed against the criteria.

***TASK REQUIREMENTS***

***ECART TASKS***

***More student directed***

* Students should develop, produce and present a completed Rich Task Product focused on an aspect of the Learning Plan themes.
* Students should use a narrative as a starting point to explore and develop ideas as well as vocabulary on the semester theme.
* Students should choose a focus topic within the theme, develop a focus statement and summary.
* A final task should be presented – it can be in any form but must be the appropriate form to communicate the student’s ideas. It will be presented in 2 forms eg a constructed model also needs to have a spoken component that **explains** the student’s ideas; a series of speeches need to present the speech transcript.
* This is an ongoing inquiry task and students should work on this in class time over the entire trimester.
* It is a rich task that will require integration of the strands through inquiry, critical thinking, research, collaboration, creative thinking, making choices, reflecting, reviewing and in both group and independent work.
* Students make connections to the world of the United Arab Emirates.
* Both the process and the product will be assessed against set criteria.

***INTEGRATED TASKS***

***More teacher directed***

* Students should complete a task or tasks that address the chosen Integrated Task focused linking to the Learning Plan.
* These are inquiry tasks and students should work on this in class time.
* These tasks will require integration of the strands through critical thinking, in both group and independent work.
* Students make connections to the world of the United Arab Emirates.
* Students will be assessed against the set criteria.

**COMPONENT 1 ECART**

**Grades 6-12**

1. ***COMPONENT 1 ECART TASKS***

***Process - Rich Task Evidence File***

* ***Evidence must be collected to show the development of student ideas***
* ***Evidence of a range of skills, knowledge and understanding assessed against the criteria***

%

The Rich Task will carry a weighting of of the Continuous Assessment mark

Part A: **Process Rich Task Evidence Folder**: worth half of the total ECART mark

Part B: **Product and Presentation:** worth half of the total ECART mark

1. **Criteria Process - Rich Task Evidence Folder compliance of all components**

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPONENTS** | evidence of **all** aspects of the process | evidence of **some**  aspects of process | evidence of **limited** aspects of the process |
| **CONTEXT**  **reading and analysis**  **student direction**   * **making choices/decisions** |  |  |  |
| **RESEARCH**  **collect, sort, select, organize**   * **keeps a media file** * **uses a range of sources** * **includes current information on issue** |  |  |  |
| **STRATEGIES**  **makes links and comparisons**   * **to self, world, the Emirates in reading, writing, talking, viewing, listening** * **build vocabulary more than the core vocab and 100 common words** |  |  |  |
| **REFLECTION AND REVIEW**  **takes responsibility for learning**   * **journal entries** * **self reflects** * **peer reflects** * **conferences with teacher** * **reviews in response to feedback** * **reflects on own learning** * **collaborates with others** |  |  |  |
| ORGANISATION  planning   * plan “to do” and materials needed * time management * keeps a Rich Task Evidence Folder |  |  |  |

**B PRODUCT CRITERIA MATTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Product demonstrates links to the focus statement and summary** | | | |
| **evaluation** | **analysis** | **comprehension** | **retells** |
| **Communicates deep knowledge and understanding**   * content, ideas and decisions in the process demonstrate **in depth evaluative complexity** of a relevant issue or theme | **Communicates deep knowledge and understanding**   * content and ideas demonstrate **in depth analysis with some complexity** of a relevant issue or theme | **Communicates ideas**   * describes **some details** of the product relevant to the focus statement and summary | **Beginning to communicate ideas**   * makes a focus statement and summary |

**PRODUCT CRITERIA MANNER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Makes and explains links to the focus statement, summary and product** | | | |
| * ideas are delivered **fluently** using **public speaking conventions**: - * tone, pitch, pause, body gestures **appropriately and with effect** | * ideas are delivered **fluently** using **some public speaking conventions:** * some tone, pitch, pause, and body gestures which **may not always be appropriate** | * delivery using **some of the features of public speaking** **sometimes** * some tone, pitch, pause, and body gestures which **may not always be appropriate** | delivery is monotone |
| * content is **cohesive, logical and clearly structured** for purpose, audience and context | * content **is organized** for purpose, audience and context | * content shows **some awareness** of organization for purpose, context and audience | * content is a list of ideas |

1. ***STANDARDIZATION***

At the end of the trimesters a team from a range of schools and operators will be selected to moderate tasks with the purpose of ensuring common standardsand providing findings. This will inform a review and development of criteria.

All schools will be required to provide student samples of the Process Evidence Folder and the Products.

**It is important that student files and products are kept as evidence for all ECART Tasks and Integrated Tasks.**

1. ***THE MAP OF ECART RICH TASKS – THE HOW TO DO IT***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENTS WILL** | **TEACHERS WILL** | **SKILLS** | **MAP CA LINKS** | **PURPOSE** |
| **CONTEXT**   * As a starting point read/view a narrative that relates to the theme * Teacher and or students choose their own narratives to read | * Select texts relating to the theme * Model and guide reading a narrative | analysis  making choices |  | to familiarize students with the theme, topics and issues relating to the theme  expose students to a range of perspectives through narrative  to address the English Learning Plan requirement |
| * Identify the qualities found in characters in the narratives and rank them | model a ranking activity | analysis  evaluate  collaboration |  | to identify qualities of characters and the effects of their responses  to relate our understanding of self to others  to evaluate qualities |
| * Choose a topic within the theme that interests the individual student | facilitate a brainstorm of the potential ideas and topics within a theme | student directed  choices  decisions |  | to facilitate students making choices to direct their own learning |
| **RESEARCH**   * Read and find more information about the chosen topic/idea from a range of texts and media | provide opportunities for students to read, visit library, computer lab | research skills  responsibility  analyze  collaboration |  | to develop research skills:  collect/sort/select/organize/present  to use different resources with a range of perspectives to build knowledge |
| * Make a media file of researched material | Guide students to keeping a folder | research skills  responsibility creativity |  | to organize and manage research |
| * Find and collect commentary that is currently being reported on the chosen topic/idea   TV, newspaper, web, images, magazines | encourage students to source material from home  provide opportunities for students to share | research skills  creative thinking  collaboration |  | to make connections to current events and issues and student learning |
| * Classify the information found | model and guide classifying strategies | research skills |  | to organize information and thoughts |
| **STRATEGIES**  Make connections between:   * yourself and your world and the topic / idea you have read about * Other texts and information about the topic/idea * Emirati culture and heritage and the idea / topic | Model and guide activities  facilitate groups and individual work | collaboration decision making  analysis  student directed  creative thinking  independent learning |  | to see the relevance of ideas and make sense of the world when making connections to self, Emirati culture and the world |
| * Make your own vocabulary list including difficult, new and interesting words related to your topic/idea | use 100 common word list  core vocabulary  facilitate students developing their own vocab list | student directed  taking responsibility |  | to build awareness  to consolidate understanding of concepts  to build vocabulary in Speaking, Listening, Reading, Writing and Viewing |
| **REFLECTION AND REVIEW**   * Make notes in a journal every time you think of any ideas you have when reading | model the thinking skills in making journal entries  ‘What if…” | reflecting  reviewing |  | to support self reflection to move forward |
| * Brainstorm – from the chosen area, what more do I need to know about the topic/idea? | model/scaffold a process for “where to next” | collaboration  review  creative thinking |  | To work collaboratively to share and build on knowledge and information to move forward |
| * Discuss with peers what I know and what I don’t know about the topic/idea | develop discussion protocols  model and guide a process | collaboration  reflecting |  |
| * Seek an expert or mentor to interview or discuss your idea / theme | brainstorm who and what students might talk about with an expert or mentor  guide how to find an expert or mentor | research  collaboration |  | to work collaboratively  to seek advice  to focus student direction within the topic/idea |
| * Brainstorm the possibilities of the most suitable product to demonstrate how you understand your chosen idea (consider **multiple intelligences)** | familiarize students with the multiple intelligences product options | making choices  making decisions  creativity  collaboration |  | to support students awareness of the possibilities of ways to present skills, information and understanding |
| * What are you good at producing? (consider **multiple intelligences)** | model and guide thinking about why you are good at something | making decisions  self reflection |  | to support students awareness of their strengths |
| * Seek clarification from peers, teachers, parents and mentors about your choice of product you make | develop protocols for discussion  conference with students | student directed  taking responsibility  collaboration |  | to support clarification of choices and decisions made |
| * Reflect on your learning as a reader and thinker | guide the language of thinking about reflecting | reflection |  | to support self reflection as a tool to move forward |
| **ORGANISATION**   * Keep a Rich Rask Evidence File * Understand and follow the set criteria * Develop a plan   + Make a checklist of the steps and components to make your product   + What materials and resources to I need?   + What is my timeline?   + What is the due date? | scaffold planning components  keep a running reminder of time for students  conference with individual students  ensure students understand the criteria and requirements of the rich task | taking responsibility student directed task management |  | to support organization   * planning * time management * working towards completion |
| **FINAL PRODUCT**   * Present an individual product   (provides evidence of knowledge, skills and understanding   * Orally explain the idea and process * present the rich task evidence file (provides evidence of the inquiry process) | develop a presentation schedule  assess against criteria | present as an independent learner  creativity |  | to demonstrate understanding skills and knowledge of the task/ideas/issue |

**DEVELOPMENTAL CRITERIA**

**English Continuous Assessment**

**DEVELOPMENTAL CRITERIA GRADE 6 AND 7**

1. **IDENTIFYING FEATURES AND IDEAS IN A RANGE OF POETRY**

|  |  |  |  |
| --- | --- | --- | --- |
| identifies all of the features used in a range of poems  identifies the ideas expressed in a range of poems | identifies and describes some of the features used in a range of poems  identifies the ideas expressed in a range of poems | describes some aspects of the Ideas in some poems | retells some aspect of the Ideas in some poems |

1. **REPRESENTING VISUALLY IN A RANGE OF VISUAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| uses symbols, placement colours, size and direction appropriately and with effect to enhance meaning of ideas/feelings (abstract) | uses some features -symbols, colour, size , direction, placement with some effect to represent ideas/feelings (abstract) | beginning to use more detail to represent ideas/feelings  (concrete) | attempts a visual representation of ideas/feelings  (concrete) |

1. **MAKING MEANING OF VISUAL TEXTS IN A RANGE OF VISUAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| identifies all of the features used in a range of visual texts  identifies the ideas expressed in a range of visual texts | identifies and describes some of the features used in a range of visual texts  identifies the ideas expressed in a range of texts | describes some aspects of the Ideas in some visual texts | retells some aspect of the Ideas in some visual texts |

1. **USING IDIOMS AND FIGURATIVE LANGUAGE IN A RANGE OF TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses idioms and figurative language selectively and appropriately in a range of texts in speaking and writing | Uses idioms and figurative language in a range of texts in speaking and writing but they may not always be appropriate | Attempts to use idioms and figurative language in a range of texts in speaking and writing | writes and speaks without using figurative language |

**DEVELOPMENTAL CRITERIA GRADE 8 AND 9**

1. **IDENTIFYING FEATURES AND IDEAS IN A RANGE OF POETRY**

|  |  |  |  |
| --- | --- | --- | --- |
| identifies all of the features used in a range of poems  identifies the ideas expressed in a range of poems | identifies and describes some of the features used in a range of poems  identifies the ideas expressed in a range of poems | describes some aspects of the Ideas in some poems | retells some aspect of the Ideas in some poems |

1. **IDENTIFYING DIFFERENT PERSPECTIVES IN A RANGE OF TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Identifies and explains a connection in a range of texts between the ideas of values, beliefs, attitudes and bias as presented | Identifies in a range of texts the ideas of values, beliefs, attitudes and bias as presented | Identifies in a range of texts some of the ideas of values, beliefs, attitudes and bias as presented | retells the ideas texts |

1. **REPRESENTING VISUALLY IN A RANGE OF VISUAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| uses symbols, placement colours, size and direction appropriately and with effect to enhance meaning (abstract) | uses some features -symbols, colour, size , direction, placement with some effect  (abstract) | beginning to use more detail to represent ideas/feelings  (concrete) | attempts a visual representation of ideas/feelings  (concrete) |

**DEVELOPMENTAL CRITERIA GRADE 8 AND 9**

1. **MAKING MEANING OF VISUAL TEXTS IN A RANGE OF VISUAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| identifies all of the features used in a range of visual texts  identifies the ideas expressed in a range of visual texts | identifies and describes some of the features used in a range of visual texts  identifies the ideas expressed in a range of texts | describes some aspects of the Ideas in some visual texts | retells some aspect of the Ideas in some visual texts |

1. **USING IDIOMS AND FIGURATIVE LANGUAGE IN A RANGE OF TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses idioms and figurative language selectively and appropriately in a range of texts in speaking and writing | Uses idioms and figurative language in a range of texts in speaking and writing but they may not always be appropriate | Attempts to use idioms and figurative language in a range of texts in speaking and writing | writes and speaks without using figurative language |

**DEVELOPMENTAL CRITERIA GRADES 10, 11 AND 12**

1. **ANALYSISING DIFFERENT PERSPECTIVES IN A RANGE OF TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| synthesizes and evaluates different perspectives in a range of texts values, beliefs, and feelings | analyzes different perspectives in a range of texts values, beliefs and feelings | identifies elements of different perspectives in a range of texts values, beliefs and feelings | retells the ideas in texts |

1. **TALKING TO COLLABORATE IN A RANGE OF GROUPS**

|  |  |  |  |
| --- | --- | --- | --- |
| contributes to an idea by commenting appropriately and questioning further for deeper understanding | contributes to the discussion by commenting appropriately and rephrasing what is said | contributes some information relevant to the discussion | contributes to the discussion but may not be relevant |

1. **LISTENING TO COLLABORATE IN A RANGE OF GROUPS**

|  |  |  |  |
| --- | --- | --- | --- |
| actively listens to the speakers and takes turns to speak when appropriate | listens to the speaker and sometimes speaks out of turn | speaks out of turn | listens only |

1. **REFLECTING AS A COLLABORATIVE LEARNER**

|  |  |  |  |
| --- | --- | --- | --- |
| reflects in written or spoken texts demonstrating a deep understanding of strengths and areas for improvement as a collaborative learner and adjusts accordingly and appropriately  analyzes, makes connections, evaluates | reflects in written or spoken texts identifying some strengths and areas for improvement as a collaborative learner and identifies some adjustments to make to collaborative behaviour | in written or spoken texts describes behaviors of the group members | in written or spoken texts describes the group’s activities |

**DEVELOPMENTAL CRITERIA GRADES 10, 11 AND 12**

1. **REPRESENTING VISUALLY IN A RANGE OF VISUAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| uses symbols, placement colours, size and direction appropriately and with effect to enhance meaning (abstract) | uses some features -symbols, colour, size , direction, placement with some effect (abstract) | beginning to use more detail to represent ideas/feelings  (concrete) | attempts a visual representation of ideas/feelings  (concrete) |

1. **USING IDIOMS AND FIGURATIVE LANGUAGE IN A RANGE OF TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses idioms and figurative language selectively and appropriately in a range of texts in speaking and writing | Uses idioms and figurative language in a range of texts in speaking and writing but they may not always be appropriate | Attempts to use idioms and figurative language in a range of texts in speaking and writing | writes and speaks without using figurative language |

**WRITING DEVELOPMENTAL CRITERIA** **GRADE 6 AND 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Text which indicates some structure**  Demonstrates clear main ideas and all writing is related to the main idea with elaboration of some of the ideas  Links and includes ideas with an emerging sense of style  Shows a sense of organization of ideas  Demonstrates appropriate word choice  Demonstrates control of extended sentences – may show some variable control of tenses and subject verb and noun pronoun agreement | **Limited text with some elaboration**  Some attempt at elaborating ideas but ideas are sufficient to the task  Content is generally relevant to the central  idea  Attempts some organization of ideas  Experiments with word choice  Attempts to use extended sentences | **Simple text that includes some related ideas**  Some ideas evident  Some details related to the central idea  Uses key words and phrases that are generally linked to the central idea  Writes simple sentences | **Simple text with ideas**  Lists only a few ideas that may be unrelated to each other  Text is generally interpretable  No elaboration of ideas  Repeats words and phrases  Attempts recognizable sentences | **Simple text**  Response is just a list of words or ideas  Begins to form words  Text is difficult or impossible to understand | **Attempt**  Uses English alphabet letters to represent words  Writes from left to right |

**Spelling**

|  |  |  |
| --- | --- | --- |
| Spells a range of complex words correctly and attempts to use more difficult words  Spells common words correctly all of the time | Spells some common words correctly using a range of strategies – how words sound/or look or common letter sequences  Uses initial letters and some known letter patterns | Uses initial letters and some known letter patterns |

**Punctuation**

|  |  |  |
| --- | --- | --- |
| Uses a wider range of punctuation (direct speech marks, question marks, exclamation marks, apostrophes)  Expands use of sentence level punctuation (commas) | Expands use of sentence level punctuation – commas;  Some attempt to use sentence level punctuation (capital letters and full stops) | Some attempt to use sentence level punctuation (capital letters and full stops) |

**WRITING DEVELOPMENTAL CRITERIA** **GRADE 8 AND 9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A text** **with developing structure and detail**  Demonstrates structure and provides supporting details  Attempts to select content to create interest  Increased awareness of expression  Begins to use vocabulary with an awareness of purpose and audience  Includes a variety of sentence structures – developing control of tenses | **A text which indicates some structure**  Demonstrates clear main ideas and all writing is related to the main idea with elaboration of some of the ideas  Links and includes ideas with an emerging sense of style  Shows a sense of organization of ideas  Demonstrates appropriate word choice  Demonstrates control of extended sentences – may show some variable control of tenses and subject verb and noun pronoun agreement | **A limited text with some elaboration**  Some attempt at elaborating ideas but ideas are sufficient to the task  Content is generally relevant to the central  idea  Attempts some organization of ideas  Experiments with word choice  Attempts to use extended sentences | **A simple text that includes some related ideas**  Some ideas evident  Some details related to the central idea  Uses key words and phrases that are generally linked to the central idea  Writes simple sentences | **A simple text**  Response is just a list of words or ideas  begins to form words  Text is difficult or impossible to understand | **Attempt**  Uses English alphabet letters to represent words  Writes from left to right |

**Spelling**

|  |  |  |
| --- | --- | --- |
| Spells a range of complex words correctly and attempts to use more difficult words  Spells common words correctly all of the time | Spells some common words correctly using a range of strategies – how words sound/or look or common letter sequences  Uses initial letters and some known letter patterns | Uses initial letters and some known letter patterns |

**Punctuation**

|  |  |  |
| --- | --- | --- |
| Uses a wider range of punctuation (direct speech marks, question marks, exclamation marks, apostrophes)  Expands use of sentence level punctuation (commas) | Expands use of sentence level punctuation – commas;  Some attempt to use sentence level punctuation (capital letters and full stops) | Some attempt to use sentence level punctuation (capital letters and full stops) |

**WRITING DEVELOPMENTAL CRITERIA** **GRADE 10, 11 AND 12**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Relatively well developed text**  Demonstrates a logical sequence of events  expresses ideas clearly using appropriate language to suit audience, purpose and context  Uses detail to enhance and engage audience  Uses verbs, adverbs and or adjectives that enhance meaning of text  Uses appropriate structures such as paragraphing | **Text** **with developing structure and detail**  Demonstrates structure and provides supporting details  Attempts to select content to create interest  Increased awareness of expression  Begins to use vocabulary with an awareness of purpose and audience  Includes a variety of sentence structures – developing control of tenses | **Text which indicates some structure**  Demonstrates clear main ideas and all writing is related to the main idea with elaboration of some of the ideas  Links and includes ideas with an emerging sense of style  Shows a sense of organization of ideas  Demonstrates appropriate word choice  Demonstrates control of extended sentences – may show some variable control of tenses and subject verb and noun pronoun agreement | **Limited text with some elaboration**  Some attempt at elaborating ideas but ideas are sufficient to the task  Content is generally relevant to the central  idea  Attempts some organization of ideas  Experiments with word choice  Attempts to use extended sentences | **Simple text that includes some related ideas**  Some ideas evident  Some details related to the central idea  Uses key words and phrases that are generally linked to the central idea  Writes simple sentences | **Attempt**  Uses English alphabet letters to represent words  Writes from left to right |

**Spelling**

|  |  |  |
| --- | --- | --- |
| Spells a range of complex words correctly and attempts to use more difficult words  Spells common words correctly all of the time | Spells some common words correctly using a range of strategies – how words sound/or look or common letter sequences  Uses initial letters and some known letter patterns | Uses initial letters and some known letter patterns |

**Punctuation**

|  |  |  |
| --- | --- | --- |
| Uses a wider range of punctuation (direct speech marks, question marks, exclamation marks, apostrophes)  Expands use of sentence level punctuation (commas) | Expands use of sentence level punctuation – commas;  Some attempt to use sentence level punctuation (capital letters and full stops) | Some attempt to use sentence level punctuation (capital letters and full stops) |

1. ***MULTIPLE INTELLIGENCES***

“**An intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings”**

Howard Gardner **FRAMES OF MIND (1983)**

|  |  |  |
| --- | --- | --- |
| **Verbal - linguistic intelligence** | The capacity to efficiently use language and vocabulary either orally or in writing. | short story, poems, making a speech, film, scripts, newspaper, magazine |
| **logical mathematical intelligence** | The ability to logically deduce patterns | graphs, maps, tables the connections |
| **Spatial intelligence** | The capacity of a strong visual memory and the ability to mentally manipulate objects. It is all about images and space and the capacity to visualize it. | construct a model,  story board, drawing, poster, collage |
| **Bodily – kinesthetic intelligence** | The capacity to learn through physical activity. This intelligence type learns faster and better using a hands on approach. | role play, demonstration |
| **Musical intelligence** | The capacity of a strong auditory intelligence characterized by rhythm, music and hearing | writing lyrics and applying sounds  poetry |
| **Interpersonal intelligence** | The capacity to understand and perceive other people’s moods, feelings, motivations and intentions. | interview  using different perspectives |
| **Intrapersonal intelligence** | The ability to understand and introspect their own needs, desires and limitations. | diary writing, autobiography |
| **Naturalist intelligence** | An affinity towards the natural habitat and those who live in it; that is the plants and animals. | identify issues that affect environments and suggest solutions |

**ENGLISH CONTINUOUS ASSESSMENT**

**ECART SUPPORT DOCUMENTS**

***AN EXAMPLE* RANK *ORDER***

**The Magic Paintbrush *by Julia Donaldson***

1. Identify the qualities of the characters in the narrative with evidence from the text. - **Group work**

|  |  |  |  |
| --- | --- | --- | --- |
| Character - Shen | Evidence | Character - Emperor | Evidence |
| humorous | she laughs when she has not caught any fish | **powerful** | he demands her presence and that Shen paint a tree full of money |
| generous | she paints/fills empty dishes  she paints for other to have melon, basket, fan, ladder | **angry** | when Shen won’t paint for him he scowls and stamps his foot |
| loyal, reliable | keeps a promise never to paint for the wealthy | **cruel** | he locks Shen away in a prison cell |
| manipulative | tricks the Emperor by painting a key |  |  |
| helpful, caring | she uses her talents for the good of others poor people |  |  |

1. Evaluate the qualities of the characters in the story. Rank their characteristics 1 – 8 in order of the most valued/important qualities to have**. Individual work**

|  |  |
| --- | --- |
|  | humorous |
|  | generous |
|  | keeps a promise |
|  | manipulative |
|  | uses her talents for good |
|  | powerful |
|  | cruel |
|  | angry |

1. Discuss and justify your ranking **Group work - pair / then small groups / then bigger group / then whole class**

***EXAMPLE : MAKING CONNECTIONS***

**Text 1. The Magic Paintbrush *by Julia Donaldson***

***Text 2* More Jobs needed for Emirati Women *by Kareem Shaheen and Haneen Dajani - The National Newspaper***

|  |  |  |
| --- | --- | --- |
| Connecting | The Magic Paintbrush | More Jobs Needed for Emirati Woman |
| Identify the main characteristic or issue | Shen used her special gift wisely and with courage to help others | There are not enough jobs available for Emirati women |
| What does this idea mean to me? How would it affect me? | I should not be afraid to act generously | I have female relatives and I don’t know if there will be jobs for them and this could cause stress o my family because the women might not be happy without jobs |
| Do I know anybody or anything like this? | Many stories have characters like this for example Cinderella. The fairy godmother uses her gift to help Cinderella get to the ball | I have read about women in other countries who can’t find work and have very difficult lives as a result eg India and Philippines |
| What does this means to me as a resident of the UAE? | There is great wealth and talent in the UAE and it should be used for the benefit of all | If women are working then this will help the Abu Dhabi 2030 Vision to be realized |

***SAMPLE PRODUCTS***

***Grade 6 Theme : My Imaginary World***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | All myths and legends tell stories through characters that are weak and strong | There are always weak and strong characters and they have **an effect on each other** which in turn affects how the **story develops** | * write a modern day legend that is set in the United Arab Emirates * write the autobiographies of a range of characters from different myths |
| example 2 | Good versus evil in myths and legends | Good always overcomes evil even though the good is not always an easy path. We are **challenged by evil**. This helps us think about the choices we make | * plot a graph showing the points when evil overcomes good and then how good overcomes evil in different legends from around the world * role play reconstructed events showing good and evil. |
| example 3 | Animals are used in some myths and legends to replace people | Animals are given human characteristics (personification) to show **how we behave** in different situations to teach us about life | * make a set of masks representing different characteristics from 6 different legends * make a photo album representing the different characteristics in your stories with captions |

***To assist assessment the concept of the product is indicated in bold.***

***Examples of targeted areas of practice for the sample products My Imaginary World***

Analyzing, synthesing and appropriating ideas

Perceiving patterns within and between texts

Persevering and editing through to final production

Producing language (including visual) with sensitivity to the ideas

Producing original interpretations or explanations

Accepting critical feedback for personal growth

Exploitation of language, spatial and visual literacies

***SAMPLE PRODUCTS***

***Grade 7 Theme : Healthy Lifestyles***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | My health is my responsibility | We can take responsibility for our own health. Being informed, making positive **choices and acting on** them is in the hands of the individual. | * Keep a diary of foods you eat, exercise you do, other activities you do, study activities. Present an analysis, set some new goals and develop a plan that is achievable. Document and evaluate the plan. |
| example 2 | Lifestyles of the world | **Different environments** offer different options which affect lifestyles | * Develop a series of interviews * Write a series of poems that show different lifestyles set to appropriate music |
| example 3 | Guides to Fitness | Suitable fitness information is not always available for teenagers  A range of information can **guide and instruct** them in their health regime | * Make a fitness magazine or website for teenagers * Write a short story about a character’s fitness plan |

***To assist assessment the concept of the product is indicated in bold.***

***Examples of targeted areas of practice for the sample products Healthy Lifestyles***

Collecting, recording and presenting data

Analyze different lifestyles and health issues

Recognizing the role of perseverance in effecting a change in health routines/habits

Setting realistic goals

Understanding the significance of individual needs

Understanding the importance of healthy individuals as contributors to healthy societies

***SAMPLE PRODUCTS***

***Grade 8 Theme : Community***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | Without …… service it would be a poor community | Some services are more important than others. They need to be **promoted positively** to gain support. | * Develop an awareness campaign to promote a community service |
| example 2 | Setting goals for the needs of communities helps work towards successful communities | Abu Dhabi is growing so fast. New living areas don’t have a full range of facilities. Building **specific facilities** for a particular community is important. | * Make a powerpoint presentation to the local community showing your research, data collection, goals and plans * Make speeches appealing to the Sheikh and to a working committee |
| example 3 | Building a community from the beginning | If communities could **plan, design and build** the best possible services from scratch, new ways of thinking about public services could provide up to date user friendly and facilities. | * Make a model of a new service area * Make an environmental impact study for the new area and the services that need to be developed |

***To assist assessment the concept of the product is indicated in bold.***

***Targeted areas of practice for the sample products Community***

Dealing with interdependency

Developing action plans

Extrapolating information

Liaising with stakeholders

Making recommendations and justifying them

Monitoring and suggesting modifications

Analyzing, planning, consulting

Referring to government information/policies

Understanding the meaning of altruism

***SAMPLE PRODUCTS***

***Grade 9 Theme :From School to Work***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | Personal planning | **Planning** for your future involves **knowing** your interests, skills, strengths and weaknesses | * Make a personal development plan including a resume * Make a careers development website/booklet for young people |
| example 2 | Women in the Abu Dhabi Vision 2030 | Women make up 16% of the workforce. They need to be **informed and included** in the Emirates future plans. | * Make a brochure informing and promoting the possibilities for women to be a part of the Abu Dhabi Vision 2030 * Develop a series of interviews of different perspectives |
| example 3 | Careers | Knowing the options available for study and work helps make i**nformed choices** | * Design job descriptions for a series of careers * Write the autobiography or diary of an engineer/fashion designer for example |

***To assist assessment the concept of the product is indicated in bold***

***Targeted areas of practice for the sample products From School to Work***

Adopting strategies for coping with frustration and setbacks

Consulting with others

Exploring many possibilities

Goal setting and planning for accomplishment of goals

Identifying and using support structures

Identifying opportunities for self development

Knowing and using ways for understanding and describing self

Knowing and using the language of the work or study world

Understanding local and global work place markets

Presenting complex ideas graphically (eg flowcharts, timelines)

Revising goals as needed

***SAMPLE PRODUCTS***

***Grade 10 Theme : The Cultural Family***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | stories hold the culture of country by telling about rituals, ceremonies and objects | We learn from stories written about the **importance of our different rituals** eg family days, wedding ceremonies, special objects like the coffee pot | * Make a power point presentation about different rituals, ceremonies and objects from different places showing the links of how they hold a culture. * Make a collection of objects from different cultures and display them with an explanation of how they hold culture |
| example 2 | Family builds culture | Our grandparents and parents tell us stories about their lives and their parents lives. This makes our own family culture and **keeps it alive** from generation to generations | * Make a family tree and create a diary of the life of family members showing how they build culture * Write a series of poems about family and culture from different parts of the Arab world |
| example 3 | My culture is my identity | My **culture** expresses **who I am** which is different to other cultures. The way marriage, religion, dress, greetings, national pride is shown signifies the values and traditions of my culture | * Write a script for a role play scenario that shows a range of identities * Make a documentary |

***To assist assessment the concept of the product is indicated in bold.***

***Targeted areas of practice for the sample products The Cultural Family***

Appreciating differences of different perspectives

Demonstrating the purpose of different cultural activities

Giving and supporting a point of view

Reflecting on the positions of others

Sifting through data to find common themes and trends

Specialized researching

Understanding and using historical information appropriately

For documentaries - Film making from creative production to polished presentation

***SAMPLE PRODUCTS***

***Grade 11 Theme : Citizenship and Civic Responsibility***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | Responsibility –individual, national or global? | All countries and their communities offer their citizens benefits with responsibilities. But who is responsible for the **well being of the world**? | * Make a speech for 3 different audiences – eg international, national, and local level on your topic of significance * Make a documentary |
| example 2 | Leadership and role models | Role models carry great responsibility because they have young minds looking up to them. Leadership requires **sensitivity, courage and action**. | * Interview a range of different kinds of leaders * Diary entries of a year in the life of a leader |
| example 3 | Charity to volunteering: moving from giving to doing | Giving money or goods is easy to do if you can afford it. Giving of your time and energy is much more difficult but provides great **personal and community growth.** | * Develop a campaign that persuades people to volunteer for a worthy cause * Write a narrative showing personal growth |

***To assist assessment the concept of the product is indicated in bold.***

***Targeted areas of practice for the sample products Citizenship and Civic Responsibility***

Exploring national and international issues

Analysing popular issues

Delivering information with sensitivity

Determining the relevance of evidence in supporting a position

Interrelating ideas, themes, issues

Sourcing from a range of popular media

Interpreting a range of views

***SAMPLE PRODUCTS***

***Grade 12 Theme : Exploration and Discovery***

1. **Focus Statement** – Make a statement that identifies your goal/focus - the main idea or issue you wish to address to show your understanding of the theme.
2. **Summary** – Make a short summary of what your focus statement is about.
3. **Choose** the appropriate product to make to communicate your understanding and skills

**EXAMPLES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Focus statement | Summary | MI Product |
| example 1 | The world is a small place | The development of air travel and the internet has **helped the advancement** of many countries. | * Write a report for the United Nations comparing the advancement of two countries * Write a weekly newspaper column |
| example 2 | The World needs a new (invention)… | **A new (invention**)….. will help the community by……. | * Interview a leader of a particular discovery * Invent a new ……………….. |
| example 3 | Explorers expanded the world | the bravery, and commitment of explorers in the 19th and 20th Centuries helped the world to learn about **different cultures and lands** | * Keep a journal of an explorer’s daily life * Write a script for a drama of an exploration |

***To assist assessment the concept of the product is indicated in bold.***

***Targeted areas of practice for the sample products Exploration and Discovery***

Understanding the role of exploration and discovery in a nation’s development

Understanding and using the technical language of specific ideas

Inter relating ideas, themes and issues

Exploring historical inventions and exploration

Understanding the impact of new discoveries and inventions

Exploring the relationship between wealth/poverty and invention/discovery

**ENGLISH CONTINIOUS ASSESSMENT**

**COMPONENTS 2 AND 3**

**INTERGRATED TASKS**

**GRADES 4 - 12**

***SKILLS DEVELOPMENT TASKS GRADES 4 -5***

* Students should work on these in class time over the entire trimester.
* These are rich learning tasks that will require integration of the strands in both group and independent work.
* Students make connections to the world of the United Arab Emirates.
* Assessment against set criteria.

***INTEGRATED TASKS GRADES 6 -12***

* Students will develop, critical personal responses according to the Learning Plan and the Integrated Tasks Grades 6 – 12.
* The themes and topics in Trimester 1 and 3 should support the English Learning Plan, Trimester 2 is free choice of topic at a school level.
* Students should work on these in class time over the entire trimester.
* These are rich learning tasks that will require integration of the strands in both group and independent work.
* Students make connections to the world of the United Arab Emirates.
* Assessment against set criteria.
* **Evidence of the students performance must be kept in student folders**

**COMPONENTS SKILLS DEVELOPMENT TASKS**

**GRADES 4 & 5 2010 – 2011**

**PREDICTING**

|  |  |
| --- | --- |
| **Content:** | **Prediction helps readers to activate their prior knowledge about a topic, so they combine what they know with the new material in the text.** |

**CRITERIA FOR PREDICTING**

|  |  |  |  |
| --- | --- | --- | --- |
| **justifies a prediction and makes links between the prediction and other ideas** | **makes a prediction and justifies** | **suggests a prediction without justification** | **identifies the picture or title** |

**CONNECTING & COMPARING**

|  |  |
| --- | --- |
| **Content:** | **Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in the text. When students are connecting between the text and self, texts and other texts or texts and the outside world, they are comparing.** |

**CRITERIA FOR CONNECTING AND COMPARING**

|  |  |  |  |
| --- | --- | --- | --- |
| **justifies and discusses the connection and comparison between the text, themselves and then the world** | **discusses the connection and comparison to self** | **suggests a connection or comparison without justification** | **identifies an idea** |

**INFERRING**

|  |  |
| --- | --- |
| **Content:** | **Efficient readers take information from a text and add their own ideas to make inferences.** |

**CRITERIA FOR INFERRING**

|  |  |  |  |
| --- | --- | --- | --- |
| **justifies ideas using information and knowledge from outside the text**  **(on my own)** | **begins to make connections between what is in the text and what they know from outside the text**  **(the author and me)** | **makes a simple connection of ideas within the text**  **(think and search)** | **offers a literal response**  **(right there)** |

**SELF QUESTIONING**

|  |  |
| --- | --- |
| **Content:** | **Efficient readers continually think of questions before, during and after reading to help them comprehend a text** |

**CRITERIA FOR SLEF QUESTIONING**

|  |  |  |  |
| --- | --- | --- | --- |
| **asks relevant abstract questions beyond the text** | **asks more complex questions**  **beginning to move to abstract question** | **asks some simple concrete question (who, where, what, when)** | **asks limited questions** |

**SUMMARISING AND PARAPHRASING**

|  |  |
| --- | --- |
| **Content:** | **Summarising and paraphrasing are part of a process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words.** |

**CRITERIA FOR SUMMARISING AND PARAPHRASING**

|  |  |  |  |
| --- | --- | --- | --- |
| **clearly and coherently explains the text in own words showing deep understanding** | **begins to add details about the main ideas** | **identifies the main ideas** | **disjointedly and briefly retells some of the story/information** |

**SYNTHESISING**

|  |  |
| --- | --- |
| **Content:** | **Students bring together information that may come from a variety of sources, synthesising involves readers piercing information together.** |

**CRITERIA FOR SYNTHESISING**

|  |  |  |  |
| --- | --- | --- | --- |
| **develops an idea from a range of sources and supports and justifies the idea** | **develops an idea drawing from more than one source** | **presents a relevant opinion or angle** | **attempts a simple response** |

**WRITING**

|  |  |
| --- | --- |
| **Content:** | **Students write a text for purpose, audience and context** |

**WRITING DEVELOPMENTAL CRITERIA** **GRADE 4 AND 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Text which indicates some structure**  Demonstrates clear main ideas and all writing is related to the main idea with elaboration of some of the ideas  Links and includes ideas with an emerging sense of style  Shows a sense of organization of ideas  Demonstrates appropriate word choice  Demonstrates control of extended sentences – may show some variable control of tenses and subject verb and noun pronoun agreement | **Limited text with some elaboration**  Some attempt at elaborating ideas but ideas are sufficient to the task  Content is generally relevant to the central  idea  Attempts some organization of ideas  Experiments with word choice  Attempts to use extended sentences | **Simple text that includes some related ideas**  Some ideas evident  Some details related to the central idea  Uses key words and phrases that are generally linked to the central idea  Writes simple sentences | **Simple text with ideas**  Lists only a few ideas that may be unrelated to each other  Text is generally interpretable  No elaboration of ideas  Repeats words and phrases  Attempts recognizable sentences | **Simple text**  Response is just a list of words or ideas  Begins to form words  Text is difficult or impossible to understand | **Attempt**  Uses English alphabet letters to represent words  Writes from left to right |

**Spelling**

|  |  |  |
| --- | --- | --- |
| Spells a range of complex words correctly and attempts to use more difficult words  Spells common words correctly all of the time | Spells some common words correctly using a range of strategies – how words sound/or look or common letter sequences  Uses initial letters and some known letter patterns | Uses initial letters and some known letter patterns |

**Punctuation**

|  |  |  |
| --- | --- | --- |
| Uses a wider range of punctuation (direct speech marks, question marks, exclamation marks, apostrophes)  Expands use of sentence level punctuation (commas) | Expands use of sentence level punctuation – commas;  Some attempt to use sentence level punctuation (capital letters and full stops) | Some attempt to use sentence level punctuation (capital letters and full stops) |

**COMPONENTS 2**

**INTEGRATED TASKS GRADES 6 - 12 2010 – 2011**

1. **COMPARE AND CONTRAST**

|  |  |
| --- | --- |
| Content: | Task:  Compare and contrast 2 texts (reading or listening) related to genre in the Learning Plan |
| **Skills, knowledge and understanding:**  Identifies common ideas and themes  Writes or presents an explanation of how the 2 texts are similar and how they are different |

**CRITERIA COMPARING AND CONSTRASTING**

|  |  |  |  |
| --- | --- | --- | --- |
| discusses or explains differences and similarities | sorts and classifies features and ideas | identifies similarities and differences | lists /identifies some features or ideas |

1. **DESCRIPTION**

|  |  |
| --- | --- |
| Content: | Task:  View a range of visual texts (2 – 4 texts) related to the Learning Plan and create an original description linking any 2 elements from character/place/event that is inspired by the images |
| **Skills, knowledge and understanding:**  Describes characteristics and features using appropriate creative language(writing) making a link between the features and characteristics |

**CRITERIA DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| uses a range of descriptive language to create an atmosphere or a mood effectively | uses a range of descriptive language (adverbs, adjectives, figurative, sensory language) linking 2 features | writes about an idea and begins to add descriptive details  linking 2 features | writes about an idea without applying descriptive language |

1. **READING AND/OR LISTENING FOR MEANING**

|  |  |
| --- | --- |
| Content: | Task:  read and /or listen and respond to 2 texts related to the Learning Plan |
| **Skills, knowledge and understanding:**  identifies the main and ancillary ideas and themes in the 2 texts  identifies information at more than a literal level |

**CRITERIA READING/LISTENING FOR MEANING**

|  |  |  |  |
| --- | --- | --- | --- |
| Identifies and responds to the main and sub text meanings at more than a literal level | identifies the main idea and part of the ancillary ideas with some understanding of more that the literal level | identifies the main idea in the text | retells some of the story/information |

1. **ANALYZE LANGUAGE AND STRUCTURE**

|  |  |
| --- | --- |
| Content: | Task:  Respond to 3 texts related to the Learning Plan : one visual, one spoken, one read by analyzing the structure and language in the texts |
| **Skills, knowledge and understanding:**  identifies the different structural parts and language of the texts according to purpose and the relationship between the parts |

**CRITERIA ANALYSIS OF LANGUAGE AND STRUCTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| Identifies and discusses/explains the connection between the structural and language features and how they make meaning | Identifies and explains some relationship between text type structure and language | Identifies most of the structural and or language features in the 3 texts | Identifies some structural and some language features of the text types |

1. **WRITING FOR A PURPOSE**

|  |  |
| --- | --- |
| Content: | Task:  Write 2 different texts related to the Learning Plan on the same theme/idea |
| **Skills, knowledge and understanding:**  identifies and applies language and structure according to purpose, audience and context |

**CRITERIA WRITING FOR PURPOSE**

|  |
| --- |
| Apply examination writing criteria with particular reference to the appropriate text type structure and language features of the prescribed text types |

**COMPONENTS 3**

**INTEGRATED TASKS GRADES 6 - 12 2010 – 2011**

1. **EDITING \*\***

|  |  |
| --- | --- |
| Content: | Task:  Edit , review and rewrite an unseen text related to the Learning Plan , with a range of inaccuracies and improve on the structure and ideas  Check for accuracy  Check for appropriate structure |
| **Skills, knowledge and understanding:**  Identifies and reviews spelling, punctuation, grammar, structure and expression of ideas |

**CRITERIA EDITING**

|  |  |  |  |
| --- | --- | --- | --- |
| rewrites with confidence manipulating the structure, building on the ideas and changing inaccuracies | rewrites with some effect after identifying inaccuracies | identifies a range of inaccuracies and begins to review and may begin to rewrite | identifies some inaccuracies |

1. **TELLING STORIES \*\***

|  |  |
| --- | --- |
| Content: | Task:  Listen to a story related to the Learning Plan (narrative, legend, allegory, fable )  Develop and present an original story |
| **Skills, knowledge and understanding:**  engages audiences through meaningful content and delivery (matter and manner) |

**CRITERIA TELLING STORIES**

|  |  |  |  |
| --- | --- | --- | --- |
| engages audiences by using concepts of suspense or humour or rhetoric (pause, timing, questions) to tell an original relevant story with significant content (a moral, a significant issue)  story is clearly organised | tells a significant original story with some expression most of the time using some tone, volume, intonation  story is clearly organised | tells a simple story using some tone and or volume and or intonation occasionally  story may not follow a sequence | retells a simple story in a monotone |

1. **ADAPT SPOKEN LANGUAGE \*\***

|  |  |
| --- | --- |
| Content: | Task:  take part in a readers’ theatre or drama, or role play on a theme or issue related to the Learning Plan |
| **Skills, knowledge and understanding:**  Adapts language for context purpose and audience  Uses appropriate expression and tone |

**CRITERIA ADAPT SPOKEN LANGUAGE**

|  |  |  |  |
| --- | --- | --- | --- |
| participates applying expression for impact  applies pace, tone, volume, intonation, pause, most of the time | participates applying appropriate expression  uses some pace, tone, volume and intonation | participates applying some expression but may not be relevant to the situation | participates in the group activity without applying expression in a monotone |

1. **A NOVEL OR PICTURE BOOK STUDY \*\***

|  |  |
| --- | --- |
| Content: | Task:  Make a graphic storyline of the plot, characters and setting and how they develop the story in a novel or picture book, related to the Learning Plan |
| **Skills, knowledge and understanding:**  Identifies ideas, issues, themes in a novel or picture book and explores how the plot, characters and setting relate to each other |

**CRITERIA A NOVEL OR PICTURE BOOK STUDY**

|  |  |  |  |
| --- | --- | --- | --- |
| makes clear links to the relationship between the different elements and features of the text | identifies the ideas and features and begins to explain the relationship between the features and elements | identifies ideas and features | identifies parts of the ideas in the text |

1. **PERSUASIVE SPEAKING \*\***

|  |  |
| --- | --- |
| Content: | Task:  Deliver a persuasive speech to a particular audience on a significant issue that affects the future of the UAE – related to the Learning Plan |
| **Skills, knowledge and understanding:**  Develops and opinion with supporting evidence  Applies the appropriate language to persuade the particular audience |

**CRITERIA PERSUASIVE SPEAKING**

|  |  |  |  |
| --- | --- | --- | --- |
| Content is clearly organized and structured for the audience and is of high significance for the UAE and its future  Language and delivery of persuasion is apparent and sophisticated  Uses gesture, tone, pace, intonation, pause appropriately and with effect | Content is significant to the UAE and its future and structured to support a point of view  Uses persuasive language appropriately Uses some tone, intonation, gesture most of the time | content relates to the UAE  a position is stated with some supporting evidence  Some language of persuasion is used  some use of tone, intonation and gesture | Content relates to the UAE  a position is stated  delivery is monotone |

1. **SYNTHESIS - WRITE AND GRAPHICALLY REPRESENT \*\***

|  |  |
| --- | --- |
| Content: | Task:  Synthesise an idea in words and images in an original poem, or picture book, or newspaper front page, that relates to the Learning Plan  (use drawing or pictures or computer graphics or photographs) |
| **Skills, knowledge and understanding:**  designs for purpose, audience and context  images and words embed the ideas  applies appropriate language(including visual) and structure to create meaning |

**CRITERIA SYNTHESIS**

|  |  |  |  |
| --- | --- | --- | --- |
| Ideas are significant and relevant  Language and structure of the text is clearly linked to the ideas and meaning  Visuals are embedded in the text and form part of the meaning | Ideas are relevant  language and structure of the text is mostly appropriate and supports the idea most of the time  Visuals support meaning | Language and structure may not always support the Idea of the text  Visuals sit separately to the text | Creates a text with limited features |

**ENGLISH CONTINIOUS ASSESSMENT**

**INTEGRATED TASKS**

**SUPPORT DOCUMENTS**

**EXAMPLE ANALYZE LANGUAGE AND STRUCTURE Integrated Task Component 2 Grade 11**

|  |  |
| --- | --- |
| Content:  R and V 5 - analyze and describe how composers use the resources of language and technology to create texts in different forms and media  W 6 – compare the effects of language and structures used in a range of texts | Task:  Respond to 3 texts related to the Learning Plan : one visual, one spoken, one read by analyzing the structure and language in the texts |
| **Skills, knowledge and understanding:**  identifies the different structural parts and language of the texts according to purpose and the relationship between the parts |

**CRITERIA ANALYSIS OF LANGUAGE AND STRUCTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| Identifies and discusses/explains the connection between the structural and language features and how they make meaning | Identifies and explains some relationship between text type structure and language | Identifies most of the structural and or language features in the 3 texts | Identifies some structural and some language features of the text types |

**Content Points covered:**

TL 1, 4, 6, 8

R and V 1, 3, 8 7, 9, 10, 11, 12,

W 3, 4, 5,

**Content points assessed:**

R and V 5 - analyze and describe how composers use the resources of language and technology to create texts in different forms and media

W 6 – compare the effects of language and structures used in a range of texts

**Learning Plan Theme: Develop a critical personal response**

**Focus Questions** : Why do writers use particular language to create meaning? How do writers use language and structure to create meaning?

**Teaching and Learning Experiences**

1. Listen, read and view a number of texts from a range of media, including visual, narrative, poetry and informative texts
2. Annotate text structures, language and effects through modeled and guided activities
3. Find common elements in the texts and describe the elements – ideas, language and structure in pairs and individually
4. Find the relationships between the elements within each text pairs and individually
5. Collaborate to make new texts for a different purposes and or audiences and or contexts
6. Explain how the language and structure work together to develop meaning
7. Reflect on your own learning and understanding of developing a critical personal response

**Teaching and Learning Experiences that could be linked to ECART**

|  |  |
| --- | --- |
| **Context** | Listen and read a number of texts including narrative |
| identify and analyze characters, their behaviours and responses , issues, structure of the stories, the language used to position readers and the conventions employed |
| **Strategies** | Make connections to the ideas and relate them to the world |
| **Reflection and Review** | Make notes in reading journals |
| Discussion with peers on selected ideas and topics including quality and validity of information |
| Reflect on your analysis, synthesis and evaluation understanding |

**EXAMPLE TELLING STORIES \*\* Integrated Task Component 3 Grade 9**

|  |  |
| --- | --- |
| Content:  TL 7 - use codes and conventions of speech to shape tone, mood and atmosphere in spoken texts  TL8 – produce a sustained text in a rehearsed situation  R and V– 3 identify how writers engage and position readers to take a particular stance | Task:  Listen to a story related to the Learning Plan (narrative, legend, allegory, fable )  Develop and present an original story |
| **Skills, knowledge and understanding:**  engages audiences through meaningful content and delivery (matter and manner) |

**CRITERIA TELLING STORIES**

|  |  |  |  |
| --- | --- | --- | --- |
| engages audiences by using concepts of suspense or humour or rhetoric (pause, timing, questions) to tell an original relevant story with significant content (a moral, a significant issue)  story is clearly organised | tells a significant original story with some expression most of the time using some tone, volume, intonation  story is clearly organised | tells a simple story using some tone and or volume and or intonation occasionally  story may not follow a sequence | retells a simple story  in a monotone |

**Content Points covered:**

TL 1, 2, 4, 6, , , 11,12,13

R 1, 2, 4, 6, 8, 9, 11,

W1,2, 3, 4,5, 6,

**Content points assessed:**

TL 7 - use codes and conventions of speech to shape tone, mood and atmosphere in spoken texts

TL8 – produce a sustained text in a rehearsed situation

R – 3 identify how writers engage and postion readers to take a particular stance

**Learning Plan Theme:** Adventure

**Focus Questions** Why are stories told? What do we learn from stories? How are stories told?

**Teaching and Learning Experiences**

1. Listen and read a number of stories from legends and contemporary stories from different cultures
2. Listen to stories told by parents or grandparents
3. Identify and analyze characters, their behaviours and responses , issues, structure of the stories, the language used to position readers and the conventions employed
4. Find common elements in the stories
5. Impromptu responses to unfamiliar texts eg reader’s theatre, role play, draw, make a comic strip, retelling
6. Make connections to the ideas and relate them to the world
7. Scaffold story telling skills
8. Develop and share story telling in small groups and or with younger children
9. Plan, develop and produce a significant original story

**Teaching and Learning Experiences that could be linked to ECART**

|  |  |
| --- | --- |
| **Context** | Listen and read a number of stories from legends and contemporary adventure stories |
| Listen to stories told by parents or grandparents |
| identify and analyze characters, their behaviours and responses , issues, structure of the stories, the language used to position readers and the conventions employed |
| **Strategies** | Make connections to the ideas and relate them to the world |
| **Reflection and Review** | Make notes in reading journals |
| Discussion with peers on selected ideas and topics |
| Reflect on understanding |